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ABSTRACT

This handbook offers guidelines for the university supervisor, methods instructor, and cooperating teacher in providing a productive clinical experience for secondary school education majors at Lewis University (Illinois). General guidelines are presented on elements that pertain to all clinical experiences, such as classroom observation; planning and teaching; curriculum guides, textbooks, and supplementary materials; evaluation; classroom management; and identification of exceptional children. Specific guidelines are provided for the methods courses education majors will be taking in conjunction with the clinical experience. Recommendations are made for classroom activities which will reinforce theoretical knowledge offered in the methods courses; these are: (1) pre-student teaching clinical experiences; (2) teaching and clinical experience; and (3) special methods: teaching content classes in the secondary schools. Evaluation forms for use by all participants are included. (JD)

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ED235121

HANDBOOK

FOR

PRE-STUDENT TEACHING

CLINICAL EXPERIENCES

U.S. DEPARTMENT OF EDUCATION
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SECONDARY

SP 023 002

IDENTIFYING INFORMATION

SEMESTER: Fall____ Spring____ 198___

STUDENT_____ PHONE ( )_____

COOPERATING TEACHER_____

UNIVERSITY SUPERVISOR_____ PHONE ( )_____

THE COURSES FOR WHICH THIS IS THE CLINICAL EXPERIENCE ARE CHECKED BELOW:

	Course	Hours of Attendance per semester
_____241	Methods of Teaching & Clinical Exp.	25
_____243	Pre-Student Teaching Clinical Exp.	50
_____341	Methods of Teaching & Clinical Exp. in Middle Schools/Social Studies	25
_____352	Methods of Teaching & Clinical Exp. in Science & Math	25
_____353	Methods of Teaching & Clinical Exp. in Reading in the Elem. School	25
_____355	Methods of Teaching & Clinical Exp. in Language Arts	25
_____471	Principles of Reading Assessment & Methods for Instruction	25
_____	Special Methods _____	25

EDUCATION DEPARTMENT

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University Student's Evaluation of Clinical Experience

INTRODUCTION

In March, 1978, the Illinois State Certification Board adopted a set of rules and regulations to govern clinical experiences for teacher education candidates wishing state certification. In short, these rules and regulations require that teacher education programs must include clinical experiences throughout the period of preparation.

Clinical experience has been defined in A Handbook for Illinois Institutions of Higher Education as:

> CLINICAL EXPERIENCES. That part of the professional preparation program enabling candidates preparing for certificated roles to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking certification. These practical and structured experiences insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a certificated role. At appropriate times the candidate demonstrates mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

The rationale for incorporating early field experiences in the teacher education process has been appropriately documented in the Illinois Office of Education publication, Implementing Clinical Experiences in Teacher Education Programs.

> The purpose of clinical experiences, including those identified as directed observation, supervised participation, internship and student teaching, is to enable candidates preparing for certificated roles to acquire practical experience complementary with theoretical knowledge prior to entering into the full responsibilities of the role for which they will be certified.
>
> The public school is a social system, and through properly structured professional laboratory and clinical experiences, a student can gain increased insight into the working of that system and its relationship to the wider community. The candidate may better practice generic skills in a genuine setting and grasp more quickly the dilemmas and opportunities presented by teaching. Such experiences also provide an opportunity for the candidate to assess his or her fitness for a role early in the training program. The candidate may elect to leave the program early enough to prepare for another vocation. Evaluation of his or her performance during clinical experiences assists in identifying areas needing particular attention during the rest of the preparation period. (p.11)

INFORMATION REGARDING PROCEDURES AND RESPONSIBILITIES

Contact Between University Instructor, University Supervisor, and Cooperating Teacher:

Initial Meeting: The university instructor and the university supervisor will meet with the cooperating teachers as a group at the school building to discuss the program.

Mid-semester: The cooperating teacher will mail the progress report to the University Supervisor, Department of Education. The University Supervisor will discuss the report at the next visit to the school or by means of a phone call.

Final: The university supervisor will discuss the final evaluation with the cooperating teacher.

Other: Other contacts may be scheduled whenever this is necessary or desirable.

University Student Schedule:

Each cooperating teacher is requested to make a schedule with the university student indicating the day and time the student will be attending the school. The student has three schedule forms: one for the cooperating teacher, one for the student, and one for the university supervisor. The teacher is asked to record each attendance and absence on the schedule and return it to the university supervisor at the final conference. Students are expected to call the school to notify the cooperating teacher when they must be absent.

Each week the student must turn in to the university supervisor a form verifying attendance and the type of activity performed during the clinical experience.

Supervision, Observation, and Evaluation of University Student's Performance:

The cooperating teacher is responsible for supervising, observing, and evaluating the university student. The role of the university supervisor is to coordinate the clinical experience activities with the course being taught in the university classroom. The university supervisor does not necessarily observe or evaluate the university student's performance unless explicitly called on to do so.

Evaluation:

The cooperating teacher should complete the progress report when the student has finished approximately half of the clinical hours. The final evaluation form should be completed when the student has finished all of the clinical hours. The final evaluation is kept in the education department files as part of the student's permanent record. One-third of the student's grade is based on the cooperating teacher's evaluation.

Guidelines:

The general guidelines outlined on the following page apply to all clinical experiences. Specific guidelines are provided for each subject taught in the methods courses. Due to the varying circumstances in each classroom and to the individual student's schedule, it may not be feasible for the student to complete each objective outlined in the guidelines. The university supervisor will meet with the cooperating teachers to discuss any questions the teachers may have regarding the guidelines.

GENERAL GUIDELINE FOR ALL CLINICAL EXPERIENCES

_____OBSERVATION
- Observe teacher
- Observe classroom
- Observe teacher plan a lesson
- Observe teacher teaching same lesson
- Discuss same lesson with teacher

_____PLANNING AND TEACHING
- Discuss short-term lesson planning and scheduling
- Plan a lesson to teach
- Discuss plan with teacher
- Teach lesson
- Evaluate lesson with teacher
- Repeat as often as possible

_____CURRICULUM GUIDES AND TEXTBOOKS
- Discuss organization and implementation of teacher's manual and curriculum guide appropriate to classroom
- Discuss classroom use of materials as planned by teacher

_____SUPPLEMENTARY MATERIALS
- Discuss what materials are available
- Use supplementary materials with small groups

_____EVALUATION
- Discuss District grade and reporting policies
- Discuss teacher evaluation procedures

_____ MANAGEMENT
- Discuss rationale for grouping used in classroom
- Discuss discipline procedures and prevention

_____DIFFERENT CHILD
- Observe if possible and/or discuss:
  - Mainstreaming
  - Gifted
  - Special Education
  - Culturally different
  - English as second language

SPECIFIC GUIDELINES FOR EACH METHODS COURSE

EDUC 243 PRE-STUDENT TEACHING CLINICAL EXPERIENCES

During the clinical experience, it is recommended that the student:

1. Become familiar with routine clerical duties associated with teaching.
2. Have an opportunity to participate in routine classroom procedures.
3. Have an opportunity to work with individual students and small groups of students in a tutoring capacity.
4. Assist in the supervision of student social activities and/or planned non-classroom activities.
5. Become familiar with procedures for identifying exceptional students and appropriate methods of instruction.
6. Become familiar with approaches to non-sexist education and cultural pluralism in the schools.

EDUC 241 METHODS OF TEACHING AND CLINICAL EXPERIENCE

During the clinical experience, it is recommended that the student:

1. Organize and plan at least one lesson using an outline provided by the course instructor.
2. Teach the lesson planned to a small group or the total class.
3. Use questioning strategies.
4. Observe evaluation techniques.
5. Use the following A-V equipment:

    a. film projector
    b. film strip projector
    c. over-head projector
    d. tape recorder
    e. slide projector

SPECIAL METHODS: TEACHING CONTENT CLASSES IN THE SECONDARY SCHOOLS

During the clinical experience, it is recommended that the student:

1. Examine all text books and other materials used in the content classroom at the assigned school.
2. Be aware of a variety of methods and strategies for teaching the specific content area at the secondary level.
3. Be aware of methods of teaching the specific content area to exceptional and bi-lingual/bi-cultural students.
4. Be familiar with various techniques and approaches to effective classroom management.
5. Be aware of a variety of strategies used to motivate student interest in the content area.

Please mail to the University Supervisor when the student has completed half the hours.

PROGRESS REPORT OF CLINICAL EXPERIENCE

Student Name_____

Cooperating Teacher _____

School_____

Date_____

Course numbers: Educ 241, 243, 341, 352, 353, 355, 471, Special Methods_____

		Low					High
A. Ability to communicate effectively							
orally	NA	1	2	3	4	5	6
in writing	NA	1	2	3	4	5	6

Comments:

B. Ability to organize							
assigned classroom responsibilities	NA	1	2	3	4	5	6
lesson materials	NA	1	2	3	4	5	6

Comments:

C. Ability to effectively deal with students							
individually	NA	1	2	3	4	5	6
as a group	NA	1	2	3	4	5	6
in informal setting	NA	1	2	3	4	5	6
in formal setting	NA	1	2	3	4	5	6

Comments:

D. Ability to adjust to school regulation and/or recommendations in regard to							
dress	NA	1	2	3	4	5	6
punctuality	NA	1	2	3	4	5	6
classroom neatness	NA	1	2	3	4	5	6
cooperation	NA	1	2	3	4	5	6

Comments:

E. Ability to relate professionally to							
cooperating teacher	NA	1	2	3	4	5	6
administrators	NA	1	2	3	4	5	6
faculty-staff	NA	1	2	3	4	5	6

Comments:

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ROUTE 53
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Please mail to the University Supervisor when the student has completed the required hours.

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Education Course/s 241, 243, 341, 352, 353, 355, 471 SPECIAL METHODS

Student Name _____ Hours: _____ observation

Cooperating Teacher _____ _____ work with students

Grade level of clinical _____ _____ other

School _____ /_____/ Total

Cooperating Teacher Evaluation for Clinical Experience

A. Ability to communicate effectively

		Low					High
orally	*NA	1	2	3	4	5	6
in writing	NA	1	2	3	4	5	6

Comments:

B. Ability to organize

a lesson outline	NA	1	2	3	4	5	6
lesson materials	NA	1	2	3	4	5	6

Comments:

*Circle NA if this does not apply in this school or if there was not sufficient opportunity to observe.

C. Ability to effectively deal with students

individually	*NA	1	2	3	4	5	6
as a group	NA	1	2	3	4	5	6
in formal settings	NA	1	2	3	4	5	6
in informal settings	NA	1	2	3	4	5	6

Comments:

D. Ability to adjust to the particular school's regulations and/or recommendations in regard to

dress	*NA	1	2	3	4	5	6
punctuality	NA	1	2	3	4	5	6
classroom neatness	NA	1	2	3	4	5	6
cooperation	NA	1	2	3	4	5	6

Comments:

E. Ability to relate professionally to

cooperating teacher	NA	1	2	3	4	5	6
administrators	NA	1	2	3	4	5	6
faculty-staff	NA	1	2	3	4	5	6

Comments:

Would you recommend that this student continue in the teacher education program?

Do not recommend					Highly recommend
1	2	3	4	5	6

Comments:

*Circle NA if this does not apply in this school or if there was not sufficient opportunity to observe.

Cooperating Teacher's Signature

COOPERATING TEACHER EVALUATION OF CLINICAL EXPERIENCE PROGRAM

Please give your comments and suggestions regarding the following components of the clinical experience program.

1. Initial explanation of the Lewis University program. By which of the following methods were you contacted:

   _____a) personal meeting
   _____b) phone call
   _____c) letter

2. Student time schedule.

3. Contact between cooperating teacher and college supervisor.

4. College instructor's guidelines for cooperating teachers.

5. Evaluation form for college student's performance.

6. Student performance.

7. Other comments:

Date_____

School_____

_____

Cooperating Teacher Signature

UNIVERSITY STUDENT'S EVALUATION
OF CLINICAL EXPERIENCE

The student will be asked to evaluate the clinical experience in the following manner.

1. How would you rate this particular field experience?

   Excellent_____ Good_____ Fair_____ Poor_____

2. In what ways have you profited from this field experience, both in learning about yourself and the teaching profession?

3. As a result of this experience, what are some specific goals you have set for yourself in your preparation for the teaching profession?

4. What would you have changed in this field experience?

5. Would you recommend placing another student with this cooperating teacher? Why? Why not?

6. Would you recommend placing another student in this school for field experience? Why? Why not?

7. Based on your experiences, what suggestions do you have for improving the field experience program in general?

8. Indicate approximately how much time you spent in each type of activity:

	1-25%	26-50%	51-75%	76-100%
Observation				
Work with one student				
Work with a small group				
Work with the total class				

9. What could the university supervisor have done to be of more assistance to you?

Student name _____ Cooperating Teacher name _____

Date _____ School _____

UNIVERSITY STUDENT FORM

Return weekly to University Supervisor.

Name_____ Week Ending_____

Circle Course No. Educ 241, 243, 341, 352, 353, 355, 471, Special Methods

School_____

This week I:

	Amount of Time		Amount of Time
Tutored one student	_____	Observed	_____
Worked with small group	_____	Examined learning materials	_____
Taught mini-lesson	_____	Had discussion with cooperating teacher	_____
Taught the class	_____	Graded papers	_____
Other	_____	Other clerical duties	_____

Total number of clinical hours completed this week. /____/

Cooperating teacher signature_____

Each student should write at least three sentences regarding insights and/or personal thoughts s/he has made regarding the hours spent in clinical experience this week. These may concern:

teaching	discipline
motivation	materials
students	methodology
grading papers	other